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ABSTRACT

The three dimensions of the quality of the environment for human resource development are discussed as issues of opportunity versus deprivation, issues of growth inducing versus growth destroying interventions, and issues of utilization versus non-utilization of human resources. Both pathology and potential are illustrated by descriptions of our current management and development of human resources: voluntarism; socialization of the young; problems of personal identity and interpersonal support; the crisis of interdependence versus "own thingness" in problem-solving; and, the "common cause" issue of the quality of environment. Several strategies to identify common cause issues as focie for the mobilization of involvement, commitment, and action on the major confrontations are to: 1) give top priority to promoting value inquiry training, exploration of self, and value confrontation experiences; 2) find effective designs for community participation in problem solving and goal exploring dialogues; 3) develop tools and designs for action-research diagnosis of community needs, problems, and potentialities; 4) experiment with new ways of sharing power; 5) find ways of supporting serious experimentation with new and different styles of life; and, 6) develop the Human Resources Bank as a community facility to provide consultation and training for team building and group problem-solving. (Author/VLW)

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THE CONSERVATION AND PROTECTION:

THE DEVELOPMENT AND UTILIZATION OF HUMAN RESOURCES

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We have daily tangible evidence that our air is less breathable, our water less drinkable or fishable or swimable, our oil and minerals less plentiful, our physical surroundings less pleasant to the eye, the ear, and the nose. These confrontations present us with very concrete problems to tackle, to organize for, budget for, and the consequences of not taking action can be quite clearly spelled out and understood and predicted. But the consequences of blind alleys, faddism, and misguided action are just as serious. These are possible misuses of human resources in improving the quality of our physical environment.

But it is much more difficult to see and to assess the damage to our human resources of children and youth unchallenged to learn, parents untrained to parent, the years of accumulated wisdom of elder citizens unused, workers and jobs mismatched, women and men paired by legal and religious rituals experiencing daily incompatibility, young people guidelessly searching for a focus for commitment and energy, racial and ethnic minorities alienated and segregated.

The two areas of confrontation are physical resource destruction and wastage. Human resource destruction and wastage are certainly interrelated in many ways even though we start by examining them separately. Humanity may develop the goal wisdom, sensitivity, skill and energy to conserve and creatively utilize its physical environment. But it will not unless it can adequately value, develop and utilize its human resources. Human beings must develop and utilize themselves as problem-solving lovers of life in all its richness, variety and potentiality.

*This paper was prepared for the Social Science Education Consortium and presented in June, 1971, at the SSEC Conference on the Conservation and Development of Physics and Human Resources. I want to especially acknowledge the help of my colleagues Eva Schindler-Rainman and Irvine Millgate in reflecting on many of the ideas presented here.

I have struggled, not too successfully, perhaps with a variety of ways of organizing my thinking about the confrontations of the human resources problem. What I have to share is very much a working paper -- a start up for our collaborative thinking. Here's the framework into which I've clustered my thoughts:

1. Some dimensions of quality of the environment for human resource development (utilization, protection, conservation).

2. Illustrations of pathology and potential in our current management of the human resource maintenance and development process.

3. The challenges and issues of doing something significant--now.

Some Dimensions of Quality of the Environment for Human Resources Conservation and Development

Issues of Opportunity Versus Deprivation

1. The review of our research knowledge on biological-psychological deprivations in the start-up of life reveal many ways in which the chemical-nutrional environment of the fetus, the intra-uterine environment, conditions the development-potential of the new human being. This environment is of course related to the adequacy of nutrition, physical health, and mental health of the parents, which in turn is related to their status in the economic and social system, their relations to each other and the quality of the emotional and support systems which surround them.

2. The work on the stimulation environment of the infant and young child suggests that the richness and variety of the environment of objects to manipulate, sights and sounds and humans to interact with, is a major factor in developing alertness and responsiveness and initiative in regards to exploring the environment and developing resourcefulness for coping with it. And it is certainly a fact that few parents, or other bring-uppers, no matter what their economic or social or educational status, receive the knowledge or skill training to provide such a stimulus environment.

3. And as the young grow up their environment may appear to grow richer, and the growth stimulus agents more active, but in proportion to their potential for growth most children and youth are probably more deprived than they were as infants.

First we must face the fact that enriching the stimulation situation commensurately with the response and growth potential of the young ones requires more sophisticated, more collaborative and better budgeted teams of growth helpers. We are not now training our teachers and other professional and volunteer stimulation agents to understand the concepts and realities of growth potential and stimulation-ceiling testing. So our elementary and secondary school young ones are more deprived of development opportunities, relatively speaking, than our infants and pre-schoolers.

And a second, and most critical fact, is that providing an opportunity to get stimulation does not at all guarantee that the opportunity will be utilized, will become a functional learning experience. Those responsible for the education of the young have not learned how to involve the young in contracts for learning -- in a mutual voluntary agreement to make a motivated effort to use the opportunities provided. So a large proportion of the environment opportunities for human resource development remain unutilized, in fact, ignored, rejected, "turned off".

4. If we now turn to the adult community, we find that living with deprivation has become so routinely accepted that opportunities are ignored, screened out, rationalized away with easy facility. The educational and cultural opportunities, and opportunities for participative involvement in the social and political life of the community continue to expand, but the life style of most adults remains constricted and non-exploratory, passive rather than participative, encapsulated rather than confronted. The vigorous confrontations from the younger generation, the stimulation from new knowledge frontiers, and new images of the future -- or potential changes in life style -- seem to mobilize defenses rather than stimulate problem-solving and experimentation by those manning the "establishments". So the gap between opportunity and utilization continues to widen, i.e., human resource development lags.

5. There is also another trend, not of passivitiy but of discontent with and rejection of the social and geographic barriers to human growth opportunities experienced by members of our racial and ethnic minorities. This is another gap between opportunity and utilization of human resources.

B. Issues of Growth Inducing Versus Growth Destroying Interventions

1. The learning of the cautious posture of finding out what is expected, to do things that adults will be pleased with and reward me for is certainly one of the major causes of stunted growth in the very young. Support and invitation to inquiry, to experimentation, is a crucial nourishment for human resource development.

2. In addition to the early stunting of experimentation there is the reinforcement of a sense of unworthiness, self-hatred, low self-esteem, impotence, and imperfection. This is a basic human resources pollution problem, a psychic contaminant that functions as a pervasive growth inhibitor.

3. When we find, as we do, large numbers of children defining the meaning of the phrase "helping each other" as "cheating" we have a clue to another growth inhibitor -- the stimulation of competition (rather than collaboration) between peers, the rewarding of autonomous independence rather than reciprocal help-giving interdependence results in classroom distributions of love and power which look like distributions of economic goods. A few children receive most of the affection and most of the power. And the consequence is the loss of motivation to initiate, to learn, to be an active risk-taking participant in the activities of the group, to become unloving (because not loved), to become socially disruptive (because not successful and listened to).

4. Being and seeing oneself as neglected, unfairly and unequally treated is a serious source of alienation and growth prevention for many individuals and sub-groups -- racial minorities, ethnic minorities, physically handicapped, women, academically slower, etc. The distrust and hostility and/or withdrawn passivity which is a consequence of these perceptions is a major source of erosion of aspirations, hopes, personal commitments to growth and participation.

5. Perhaps one of the greatest pollutants of human motivation and commitment is the early and frequent experience of disconnection or discontinuity regarding goals or values, intentions, and action. Learning to have the "right" values without the expectations of, and support for, action. The lack of skills represent and express these intentions and values in action sets up norms of self-deceit cynicism, hypocrisy which discourage and block human development and utilization.

6. Another great stunter of human resource development is the learning of dichotomous thinking, correct-incorrect answers, right-wrong values, and single solution problem-solving --instead of learning the reality and joy of search for alternatives and appreciation of pluralism and creative compromise.

C. Issues of Utilization -- Non-Utilization of Human Resources

1. To a very great degree human resources capacities, capabilities are developed through actively utilizing them in effective, growth inducing ways. One of the greatest human resource needs and potentials in a democracy is the pool of volunteer woman power, manpower, youth power, and child power available for all types of action -- all types of programs of service to and improvmment of the community. A Gallup poll estimates that 61 million adults would like to give volunteer time, amounting to 245 million hours per week, to improvement of community life. A very small proportion of this time is being utilized. And much volunteer time is being very poorly utilized because of the lack of well developed training, placement, and on the job support. One reason for the great under-utilization of these

resources is the pervasiveness of the psychological "humility bag", i.e., false modesty about having anything to offer that anyone needs or wants.

2. The few efforts to ask for volunteer service commitments from the young have revealed a great readiness by the young to make meaningful contributions -- but very little effort is being made to offer such opportunities.

3. There is also a tragic discriminatory lack of utilization of the energy and skill and good will of many categories of "non-conformists" -- long haired, unmarried, unemployed, and many types of creative deviants.

4. Women are not given opportunities for mobility commensurate with their competences and special skills, so their resources are being under-utilized. Also their special resources, e.g., in areas of conciliation, negotiation, and compromise are almost completely neglected in the crucial areas of conflict resolution.

5. With the rapid changes in technology, the rapid obsolescence of many jobs, and the rapid development of new service occupations it is increasingly true that more and more workers and their jobs are mismatched, with consequent loss of morale and effectiveness.

I have briefly discussed three dimensions of the quality of the environment for human resource development. These are issues of opportunity versus deprivation, issues of growth inducing versus growth destroying interventions, and issues of utilization versus non-utilization of human resources. Next, I will discuss specific cases that illustrate our current management and mismanagement of human resources.

ILLUSTRATIONS OF PATHOLOGY AND POTENTIAL IN OUR CURRENT MANAGEMENT AND DEVELOPMENT OF HUMAN RESOURCES

A. The Case of Voluntarism

The tradition of Voluntarism in America -- noted by DeTocqueville and many others as a key element of our brand of democratic society has been weakened by several counter-trends against full and effective use of available human resources.

1. The trend toward specialization and professionalism with possessive staking out of turfdoms, and definitions of certified competence based on academic schooling -- tends to restrict the responsibility and status of volunteer resources.

2. The Competitive posture of agencies toward "their volunteers" and "their clients", also mis-placement and lack of mobility to match the growth in personal capacity or time of the volunteer.

3. The assumptions of inadequacy and lack of motivation to volunteer made about the poor, the racial and ethnically underprivileged, the long haired young, elderly, the busy businessman -- all incorrect assumptions.

4. Lack of knowledge of how to recruit effectively.

5. Lack of a plan for placement for full utilization of the volunteer.

6. Fear by professionals of displacement if volunteers begin to do important work.

7. Assumptions about lowering the quality of service by using volunteers, and lack of "professional ethics" in relations with clients.

8. Lack of training programs and on the job support to ensure quality and success of performance.

These are just a few of the barriers to effective and full use of volunteers. But an explosion of voluntarism is beginning. When we look back on this century from 2,000, one of the major themes of the last three decades may very well be the re-emergence and flowering of voluntarism as a core element of our brand of democracy and our style of enrichment of the quality and style of living of our people. Here are some of the clues in current trends:

--government support and sponsorship (a national center, a cabinet committee, a computer clearninghouse)

--the emphasis of the business community on community service by executives

--the critical need in education for volunteer services to meet the need for more individualization of learning with fewer professionals

--expansion of health service needs

--many new volunteer roles in corrections and rehabilitation

--social cause movements to improve, change, overthrow the establishments

--leisure time -- recreation and participative programs

Along with these trends in the support and need for volunteer human resources there are important trends in the lifespace and life style of the citizen -- members of the society:

--the trends in number of hours of work per week mean that every year more persons will be making decisions about the discretionary time they have available to spend on other activities.

--the criteria of a good life are changing; material rewards and achievement of status are becoming less important for many of the new generations.

--the search for a meaningful and influence -- relevant role in the community is becoming a new value for many.

--as an ever increasing proportion of the jobs in the society are human service jobs, and as job mobility increases, volunteer jobs are often the orientation and training ground for new occupational skills and roles.

B. The Case of Socialization of the Young

There is a crisis felt in homes, at schools, and whole communities in the relations between the generations. It is a crisis of authority for the elders, a crisis of credibility and distrust and unshared power for the young. I hardly need to enumerate the variety of manifestations of the crisis as reported in the daily press and experienced in our personal lives.

--disaffection, rebellion, drop out from school

--alienation from parental relations, family life patterns

--banding together to express dissatisfaction with national and local government.

--various levels of peaceful to violent protest on campus and in the high schools.

--rejection of the confused medley of adult voices try to promote particular values, loyalty demands, and expectations of responsibility.

--frustration at the complacent descrepancies between idealistic and human goals and values on the one hand and "nobody living them" on the other hand.

--a young man saying to the school administrator, "Didn't you realize none of us has to learn anything from you unless we want to?"

In addition to the signs of the crisis in the socialization of the young, there are also signs toward resolution of the crisis. There are signs indicating human resource development (of the young) and conservation (of the wisdom of the elders), and utilization (of their combined resources). For example:

--a national trend toward providing youth with opportunities to share power, as members of national boards of directors, community committees, key roles in the operation of drug education projects, the 18 year old vote.

--the evidences of readiness of youth to collaborate when genunie opportunities are offered, along with training in the strategies and skills of effective action and influence.

--the great readiness to volunteer for meaningful volunteer service roles as tutors and counselors of youngers, environment improvement efforts, disaster crises, political campaigns.

--evidences of readiness of youth to learn from educational resources when offered opportunities for voluntary learning contracts (skill try in "how to learn from").

--the increasing readiness of officials and leaders of the "establishment" to listen to youth and to use them as consultants.

C. The Problem of Personal Identity and Interpersonal Support

With increasing complexity and "manners" of society there are serious trends toward depersonalization, fragmentation of self, and sense of impotence, non-integration, unclarity about "Who am I" "What am I here for?" Adult and young alike are experiencing serious crises of self-evaluation and self-esteem.

There is a widespread anxious search for self-actualizing experiences, interpersonal support and meaningful human conviction. We see this search manifested in:

--exploration of drugs and other chemical supports for self-relief and self-discovery, and escape from stress.

--losing in identification with and depending on strong charismatic figures -- religious figures, anarchic attackers of authority symbols, new prophets' quick answers to basic problems.

--islands of escape into supporting and encapsulating peer cultures, such as hippie sub-cultures.

But there are exciting trends and evidences of great health and positive search and experimentation, such as:

--the great explosion of self-search and self-inquiry quests in the small interpersonal groups using sensitivity training and awareness learning techniques.

--the growth of exploration and use of meditation methods.

--the tremendous explosion of volunteering for helping relationship opportunities in community programs.

--the serious explorations of designs for communal living.

--the vigorous search for dialogue opportunities to explore, formulate, and reconstruct goals and values.

--the active search for alternatives to violence and polorization in developing a sense of self-potency.

One of the important characterizations of the decade of the 70's may be as a period of explosion of personal search and awareness, as a decade of value inquiry and interpersonal intimacy.

D. The Crisis of Interdependence versus "Own Thingness" in Problem-Solving

The persistent possessive turfdom postures of the parts of community -- the schools, social agencies, churches, health agencies, voluntary organizations are becoming increasingly dysfunctional. Each is interested in proving they can "do the job" -- in spite of the fact that most of the problems of community living and betterment, of education or health service, or of improving the quality of the environment require inter-agency and inter-group merging of efforts.

There are still the persistent efforts of the different progessional groups to defend their specializations and role boundaries, as social workers, psychiatrists, psychologists, public administrators, environmental engineers, health specialists, city planners, educator, but their efforts continually fall short of their aspirations, because the problems to be solved require inter-professional collaboration in both diagnosis and intervention competencies.

There is the persistent continuing isolation of the disciplines in the training of graduate students and conceptual analysis of the problems of society.

But there are exciting examples of greater readiness to mobilize and utilize the appropriate resources needed to solve our confronting problems:

--this year some 15-20 national youth-serving organizations are planning a joint review of developments in the youth culture, and perspectives on the future of society to derive needs for new directions of collaborative effort and for changes in organizational structures and relationships.

--the funding policies of the United Fund are placing priority on inter-agency attacks on community problems.

--graduate students from 8 professional schools and social science departments are participating in a laboratory course in Planned Change, and all work groups and project teams cut across the disciplines by demand of the students.

--in an increasing number of crisis centers, providing 24 hour service on drug problems and all other types of requests the staffing is provided by a great variety of professionals and volunteers, young and adult with no professional authority structure, but just the criterion of who can do best what's needed.

--a national skill training laboratory for coordinators of Volunteers brings together a team from health, education, business, corrections, youth, politics, race relations, environmental improvement, and housing. The mixing adds great strength and resources for everyone in the program.

Clearly blinds and turfdoms fall when problems are tackled with the posture that "we need to mobilize the relevant resources to do the best that's possible on this problem".

E. The "Common Cause" Issue of the Quality of Environment

Our SSEC Conference also has a special focus on the issues of moblilizing the variety of human resources needed to do something effective about the quality of our physical environment.

This problem represents in many ways a unique meeting ground for collaboration between many isolated, even polarized groups.

Others have presented an analysis of some of the complexities of the problems to be solved, and the many issues, and traps of blind alley efforts, or of ineffective use of the energy and wisdom needed to be creative about the problems of achieving a high quality environment.

I believe there is a "Commom Cause" character to this problem area that is proving to be the basis for many significant innovations in human resource mobilization and utilization, for example:

--professionals and laymen are working together as peers.

--youth and elders are finding common cause.

--the suburb and the city are collaborating

--political and social minorities and majorities are joining efforts

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--the scholar-researcher and the activist find themselves needing each other.

"Over-boardism" is a real danger, but it seems safe to predict that the real problems of environmental quality will become a kind of permanent priority for us on this planet, and one of the most significant foci for common cause joining efforts.

I have mentioned only a few of the specific crises in the field of human resource development. These included the use of volunteers, the socialization of the young, problems of personal identity, interdependence in problem-solving and the quality of the environment. I would now like to examine the issues and challenges in taking action to meet these problems.

THE ISSUES AND CHALLENGES OF DOING SOMETHING SIGNIFICANT -- NOW -- ABOUT OUR HUMAN RESOURCES DEVELOPMENT CRISIS

A. The Issues of Human Resource Mobilization and Development

1. "Crisis management" and "survival anxiety" postures versus the development of images of potentiality and goals.

The motivation to act which is generated by a strong sense of pain or crisis often leads to dead ends. Much energy is wasted because there is no "image of potentiality", of where we'd like to go. Getting away from pain is not a good source of goal images and alternative paths. There is a seductive pressure to tackle symptons instead of basic needs for direction and planning.

2. The development of a peer society of collaboration and joint action versus an authority structured power system society.

The success and power of large organizations has provided us with a pyramid model of authority and human organization. But in the crucial arena of community action and inter-agency collaboration the situation is one of relations between peers, without the hierarchy of authority. Siblings must relate with a parent figure to restrain and guide. Competition is such a strong theme that it is hard to develop and nourish the values, skills, and rewards of collaborative teamwork.

3. The separation of public and private, federal and local, versus models of collaboration and voluntary coordination.

The separation of public and private; regional, state, and local government often leads to units working against each other instead of toward solutions to the problems they share. This lack of collaboration can also prevent the diffusion of solutions once they have been found.

4. The separation of task efforts and process awareness versus an integration of process and task work. (Stop periods to reflect, assess, improve).

A tragic separation and distrust has developed between those who prize efficiency and productivity in getting work done and those who emphasize the impotence of satisfying social process. The "task people" berate the tende..minded "process people" and vice-versa. The evidence seems clear to me that neither effort makes much sense alone. How to bring about the best mix is the question. The productivity of any work process can be improved if there are procedures and times for stopping to "look and reflect on what we are doing and how we are doing it, and how we feel about it." On the other hand, probing into "how we are feeling about the ways things are going is a blind alley experience unless what is going on has important and relevant goals and action efforts.

5. The separation of professional and volunteer versus the development of integrated teams of professionals, paraprofessionals, and volunteers.

Rapid changes in the need for human services, the budget pressure against increasing staffs, the availability of more and more sophisticated volunteers all push toward breaking down the status barriers in the development of social service teamwork.

6. Inter-generation separation and alienation versus reciprocal teamwork.

One project is finding that the greatest motivation for teamwork is between the elder citizens and the teenagers. Also the trend toward shared power on boards and committees is growing rapidly. But on many issues the generations are polarized and out of touch.

7. Solutions through new organizational structures versus temporary system problem-solving.

One of our typical responses to new problems, or new aspects of problems is to create a new agency, or department, or structure to deal with the problem. Many problems of inflexibility, and difficulties of "helping groups to die" when their function has been severed, emerge in the process of rapid change. Another philosophy and strategy is to de-emphasize permanent structures, and to create "temporary system" teams to deal with a problem for a limited time.

8. The posture of expert helper and dependent helpee versus reciprocal influence and responsibility.

Much of our thinking about giving help, i.e., consulting, training, etc., emphasizes the expert professional giving help to a weak client --a one-way process of influence. But another model of the helping process emphasizes the "two-way street" reciprocality of an effective change process, where, to paraphrase Douglas MacGregor, "The helpee will be open to influence from the helper to the degree he perceives the helper as open to influence from him."

9. The separation of education and action-taking versus problem-solving continuities.

One of the greatest tragedies, and failures, of our educational system has been its communicating to the young that "getting the idea right" or "getting the information correctly" is an appropriate closure and basis for reward, instead of linking cognition-evaluation-intention-action as an integral process for which there is pay-off reward in the world of reality. Problem-solving, not test-passing, in the arena of reality.

10. Disciplinary or professional or agency separateness of initiative versus interdisciplinary collaboration and integrated problem-solving.

Most community and social problems cannot be broken down into separate pieces fitted to the resources of a particular service or action agency or organization. The problem must be tackled whole by the combined resources needed to do the job.

These ten issues are challenging confrontations for those concerned about the proper moblization and utilization of human resources.

I recommend them as an agenda for our collaboration.

B. Starting to Do Something -- Several Strategies of Action

I'd like to conclude my reflections with a few brief derivations about directions for doing something about the under-development, under-use, and mis-use of human resources and the social aspects of our environmental problem. Each of these nine suggestions is quite feasible and most of them have been developed enough to have working models of action available.

1. My first suggestion is addressed to scientific and professional behavioral scientists who have the training and conceptual perspective to take leadership in identifying and clarifying priorities and goals. We need to make concentrated efforts, individually and through task forces, work groups, etc., to identify Common Cause issues, Common Consequence dangers, Common Pay-Off, Images of Potentiality as foci for the mobilization of involvement, commitment, and action on the major confrontations such as I have been trying to identify in my analysis. This type of action requires much more than academic reviews of research and theory -- it requires inter-disciplinary collaboration, and practitioner involvement in developing communication "packages" and designs to get our conclusions communicated, understood, converted into action implications and plans. Just have the right ideas is not enough to justify our expertness status in the society.

2. Second, we need to give top priority to promoting value inquiry training and value confrontation experiences that explore the issues and potentialities of conflict utilization. For example, finding win-win solutions instead of only win-lose assumptions; learning to value compromise as a creative act rather than a negative process valuing pluralism as a resource; discovering that inter-dependence can be a greater support for self-actualization than autonomous independence; discovering that self-inquiry can be a rewarding rather than a self-deflating experience. Human resource development is not likely to improve until we learn to give priority to value clarification and conflict utilization.

3. Third, we must find initiatives, and use effective designs, to convene the separated, distrustful influentials of all sectors of the community (public and private sectors) to participate in problem-solving, goal exploring dialogues; and to develop new mechanisms for coordination and collaboration of the complex assortment of groups, associations, organizations, and institutions which make up a contemporary community.

4. We must develop tools and designs for all types of citizens, young and old, to participate in action-research diagnosis of community needs, problems, and potentialities. We know from several such projects that such involvement in inquiries reduces defenses and hostilities and supports a process of opening up to collaboration between antagonistic and competing groups.

5. A fifth top priority is vigorous experimentation with new ways of sharing power among all those involved in the school system, or the community system. Much of the non-involvement and alienation of youth, or the poor, or the minority group members, or the retired can be explained by their lack of opportunities to exert influence and to feel part of a shared responsibility for the success of the enterprise. New initiative to share power is one of the most critical steps toward mobilization and motivation of our unusual human resources.

6. A sixth priority is to legitimize and find ways of supporting serious experimentation with new and different styles of life -- new patterns of marriage and family life, new patterns of communal living new patterns of education. And these new patterns imply a basic acceptance of a pluralism of legitimate styles of life.

7. The development of the Human Resources Bank as a community facility is a seventh recommendation. The techniques are available to identify, evaluate, code, and store information about the human resources and their availability -- for any human system -- e.g., the classroom, the school, the community, or any geographic area. Charges for the use of the bank could financially support its continuity.

8. To meet the hunger and combat the faddism and charlotanism we need to offer as curriculum, and as continuing adult education, opportunities to learn about self, to reverse the self-hatred, self-defeatism, anti-commitment trends, and to develop the skills of developing self-potential. The attitudes and skills of relating to others creatively, and supporting their growth is a crucial basis for human resource development.

9. A ninth, final, derivative is to develop the facilities and personnel to provide consultation and training for team building and group problem-solving. These services should be available to any group that wants to use its collective human resources more fully to solve problems, to achieve goals, and to create affectively supportive relationships among the members. Such a program of help to common interest groups, work groups, and living-together groups could dramatically and rapidly change the tragic destruction of human motivation and creativity that represents the major pathology and loss of potential of our society.

If we could move on these nine strategic fronts, we would be on the way to re-directing our process of social evolution through guaranteeing the development and maintenance of a human resource development environment that would renew and enrich the quality of personal life and collective life for all of us.